

REVISED 3/15/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Anne S. O'Toole
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Robious Elementary School
(As it should appear in the official records)

School Mailing Address 2801 Robious Crossing Drive
(If address is P.O. Box, also include street address)

Midlothian Virginia 23113-5602
City State Zip Code+4 (9 digits total)

County Chesterfield School Code Number* 73

Telephone (804) 378-2500 Fax (804) 378-2507

Website/URL http://chesterfield.k12.va.us/schools/Robious_ES/home.html

E-mail anne_o'toole@ccpsnet.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Billy Cannaday
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chesterfield County Public Schools Tel. (804) 748-1411

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Dianne Pettit

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 - 36 Elementary schools
 - 12 Middle schools
 - Junior high schools
 - 10 High schools
 - 1 Other – Technical Center
 - 59 TOTAL
2. District Per Pupil Expenditure: \$6,875
- Average State Per Pupil Expenditure: \$4,229

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
4. 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Note: The information provided is as of October 1, 2004.

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	10	5	15	7			
K	48	49	97	8			
1	63	47	110	9			
2	57	49	106	10			
3	42	48	90	11			
4	52	43	95	12			
5	50	61	111	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							624

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>88</u> | % White |
| <u>8</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| <u> </u> | % Unspecified |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

Note: Information provided is for the 2003-2004 school year.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1 (same as in #5 above)	538
(5)	Subtotal in row (3) divided by total in row (4)	.0687
(6)	Amount in row (5) multiplied by 100	6.87

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: NA
Specify languages:

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 26

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %
86 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>36</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness
<u>5</u> Emotional Disabilities	<u>9</u> Developmentally Delayed

Note: Nine students qualify in two disability categories.

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>26</u>	<u> </u>
Special resource teachers/specialists	<u>15</u>	<u>6</u>
Paraprofessionals	<u>13</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>58</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio: 24:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	93%	95%	96%
Daily teacher attendance	97%	95%	94%	97%	97%
Teacher turnover rate	8%	11%	6%	6%	14%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Note: Higher teacher turnover rates in 1999-2000 and 2002-2003 due to retirements

PART III – SUMMARY

Founded in 1970, Robious Elementary School is located in Midlothian, Virginia, a suburban community in Chesterfield County which borders the state capital. Anyone visiting Robious Elementary is sure to notice the bright red caboose sitting out front. Secured from Southern Railroad in 1988, the caboose is a reminder of the Midlothian area's rich history. Long recognized throughout the Richmond area for its high academic standing, the school prides itself on facing the challenges of preparing young people to become tomorrow's leaders. The school currently serves just over 600 students in grades K-5.

The mission of Robious Elementary School is to work in partnership with students, families, and the community to ensure that each student acquires the knowledge, skills, and core values necessary to achieve personal success and to enrich the community. Under girding the school's mission statement are strong beliefs about teaching and learning—beliefs which inform all aspects of the instructional program:

- The central focus is the child as an individual with unique strengths and talents.
- High expectations result in improved student achievement when school personnel and parents work together in mutually supportive ways.
- A solid foundation in reading and math, as well as the ability and confidence to communicate well orally and in writing, is essential to all learning.
- Technology is best learned if it is integrated into the classroom curriculum.
- A positive attitude, strong work ethic, pride in work, and commitment to community service lay the foundation for success in life.
- The visual and performing arts, as well as the study of foreign language, promote an appreciation of other cultures and one's own culture.

Student performance on the Virginia Standards of Learning Assessment is consistently among the highest in the state. The percent of students earning advanced scores on this assessment exceeds county averages in all disciplines. Nearly twenty per cent of the students in grades K-5 are identified as academically gifted. Forty-six percent of students participate in accelerated math classes offered in grades 4 and 5. Special education students have the highest pass rates in the school division on the Virginia Standards of Learning Assessment.

Classes are organized into grade level teams. All students rotate weekly through art, music, physical education, library/media, and French classes taught by full-time specialists in a "resource" cycle designed to provide enrichment for students and planning time for teachers. Technology instruction is integrated across the curriculum, and weekly lessons are taught by classroom teachers in the computer lab.

Special education is offered for students with learning or emotional disabilities, autism, and speech/language impairment. The school also serves as a catchment site for early childhood special education. Additionally, a full-time and a part-time speech and language therapist, as well as a full-time reading specialist and guidance counselor, are on staff. A part-time social worker, psychologist, occupational therapist, and physical therapist are available as needed.

Robious Elementary is fortunate to serve students whose families embrace the same high academic and behavioral standards which educators believe to be critical to student success. The PTA sponsors a Caboose Camp after-school enrichment program, a Whistlestop school carnival, Parent University workshops, cultural arts opportunities, monthly community service projects, and family academic and social nights. Parents volunteer as Bonus tutors for selected students. Additionally, the school has the most active volunteer program in the school division.

An experienced faculty, averaging fifteen years of teaching experience, constantly seeks ways to improve their knowledge and refine instruction through training at the local, state, and national levels. Teachers demonstrate a willingness to implement well-researched innovative programs, such as project-based learning.

The strong partnership among staff, students, and the community provides the impetus for continued school success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of School's Assessment Results

Robious Elementary School measures student achievement through a combination of the Virginia State Assessment Program using criterion-referenced tests, a school-based norm-referenced testing program as measured by the Iowa Tests of Basic Skills (ITBS), and a classroom assessment program in reading and mathematics utilizing the Direct Reading Assessment (DRA) and unit tests which accompany the Scott Foresman Mathematics Program. The state achievement tests, known as the Virginia Standards of Learning Assessments, are administered in the spring of the third and fifth grades. The ITBS program measures reading and mathematics and is administered to all fifth graders jointly with an ability test. Administration of the ITBS provides the school with a national measure of student achievement. Informal classroom assessments assist in creating flexible groups throughout the year. While the math assessments are in place in grades 1-5, the DRA is in place for Kindergarten through third grades only but will be expanded to all grades in 2005-2006. Robious has consistently been rated as a "high achieving" school on the state assessments and has met Virginia accreditation standards since the program was implemented. Under the requirements of No Child Left Behind, the school has continued to demonstrate academic excellence by reaching the annual AYP requirements, as well.

The Virginia Standards of Learning (SOL) were adopted in the summer of 1995 by the Virginia Board of Education to emphasize the importance of instruction in the core academic areas of English, mathematics, social studies, and science. The standards are intended to set reasonable targets and expectations for what teachers are expected to teach and students are expected to learn. The assessments of the standards are designed to inform teachers and parents what students are learning in relation to those standards and to hold schools accountable for teaching the content covered. Virginia's accreditation standards are based on school performance on these tests in terms of the percentage of the students passing. A 600-point scaled score is used to determine levels of "proficient" (400-499) and "advanced" (500-600). In general the advanced rating is given for achievement levels of 90% or higher.

Robious Elementary School students have consistently been among the top scoring in the state in English and mathematics in both third and fifth grades. Total percentage passing rates for the school have ranged from 88 to 100 over the past five years. Comparable passing rates for the school district have ranged from 71 to 92 in that period of time, and state passing rates have ranged from 61 to 87. It is noteworthy that a significant number of Robious students pass the state assessments in the "advanced" category. English scores indicate that 31-48% of third grade students have scored in this range while 31-60% of the fifth graders scored in the highest category. Mathematics assessment results revealed that 31-51% of the fifth graders scored in the advanced range, while 70-87% of the third graders earned scores in the advanced range. When compared to the results district wide, Robious has consistently had higher percentages of students scoring in the advanced range. Disaggregated data reveals that with one exception (fifth grade mathematics in 2000) higher percentages of students with disabilities have scored in the advanced range at Robious; a comparison of two years of available state data revealed the same pattern of performance. The school test results were not disaggregated by ethnicity because fewer than

ten students of each minority ethnic group are enrolled at each tested grade level.

Norm-referenced assessment, begun this school year, also indicates the strength of reading and mathematics achievement. The Iowa Tests of Basic Skills were administered in November 2004, to all fifth graders. In reading the group ranked nationally at the 83rd percentile in vocabulary and at the 85th percentile in comprehension. Similarly, in mathematics the group ranked nationally at the 84th percentile in concepts/estimation and at the 86th percentile in problem solving.

Web sites posting these scores may be found at three different Virginia Department of Education sites. Scores for 2000 may be found at www.pen.k12.va.us/sol2k/pages21-730.html; for 2001 at www.pen.k12.va.us/VDOE/src/schoolSOLresults01-03.xls; and for 2002-2004 at www.pen.k12.va.us/VDOE/src/SOLassessments.shtml.

2. How Assessment Data Is Used to Improve Student and School Performance

Robious Elementary School recognizes the importance of assessment and its relationship to educational programming. In order to inform instruction, teachers use formal and informal assessments, including classroom observations, interpretive questions, and item analyses from standardized test scores. Prior to beginning a new unit of study, teachers routinely administer pretests to determine each student's readiness for the concepts and skills which will be taught. Those students who demonstrate mastery of the material are challenged with enrichment projects that may incorporate skills in the unit, but at a more advanced level. Those students who have not acquired the requisite skills receive small group and individualized instruction to supplement the teacher's whole group modeling. Throughout the unit, teachers assess student progress periodically and adjust their lessons accordingly. In addition to paper and pencil tests, student performance is measured through the use of rubrics that have been designed to evaluate student achievement at basic, competent, and advanced levels.

The school has lead teachers in mathematics, language arts, science, social studies, and technology. The lead teachers work closely with the district instructional specialists to interpret Virginia Standards of Learning test data and stay abreast of current research-based teaching methodologies. Each lead teacher chairs a school wide committee of representatives from all grade levels. The school wide instructional committees provide leadership in assessing strengths and needs for program improvement that will result in increased student achievement.

The school develops a five-year improvement plan which contains a limited number of objectives developed in response to an extensive needs assessment that includes not only a review of test data, but also the analysis of surveys completed by staff, students, and parents. Quarterly, the School Improvement Team revisits the five-year plan to assess progress in reaching school wide goals. By limiting the number of objectives, instruction is focused on research-based strategies that have the greatest impact on student learning.

3. How the School Communicates Student Performance

Robious Elementary School communicates student performance in a variety of ways. In addition to traditional nine-week report cards and standardized test profiles, conferences with parents are scheduled regularly. The school also hosts a Back-to-School Night each fall for parents, as well as four Parent Universities throughout the year. These evening sessions focus on communicating strategies parents can use to enhance student performance. Additionally, parents and students are invited to attend an annual Academic Night which targets one content area. On this night, parents and students work together in interactive workshops which showcase student knowledge in that core curriculum.

The PTA publishes a monthly newsletter with samples of student work, assessment data interpretation, and highlights of grade level and school wide programs. Additionally, the school website is updated monthly to include photographs of school events, student artwork, and student writing. Student work is sent home every Friday in a folder, and all grade levels publish a weekly (in lower grades) or monthly (in upper grades) newsletter. Resource teachers publish a quarterly newsletter for parents.

4. How the School Shares and Will Continue to Share Its Successes With Other Schools

The exemplary academic achievement of the students at Robious Elementary prompts other schools to inquire about the students' successes. Educators from other schools frequently network with the faculty to discuss instructional methodology used at Robious. District instructional leaders seek out members of the faculty to develop cutting edge curriculum, pilot initiatives, and share findings district wide. Additionally, the faculty presents successful teaching strategies at professional conferences at the county and state levels. Two members of the faculty teach courses on successful instructional strategies in special education at local universities. Robious welcomes visitors to observe instruction and to discuss their observations with members of the faculty.

Technology has made it easier to share successes with other schools. Faculty members create lessons and assessments which are posted on the school district's Intranet. Teachers throughout the school district are able to access this material for their own use. Other schools can also access the Robious Elementary website to learn about programs currently being implemented.

Much of the success that has been experienced by Robious Elementary can be attributed to the spirit of professional collaboration which exists among the faculty and across the school division. But the school's vision is to be recognized nationally as a Blue Ribbon School of Excellence. It is understood that with that mantle comes the responsibility of sharing what has been accomplished with other schools across the United States.

PART V – CURRICULUM AND INSTRUCTION

1. The School's Curriculum

In the Commonwealth of Virginia the Standards of Learning (SOL) are the framework for curricula in every school. Within this framework, Robious Elementary School provides exemplary instruction in mathematics, language arts, science, social studies, French, technology/library media, art, music, and physical education. All classes are organized into grade level teams. There is a school wide focus on differentiating instruction to meet the needs of all learners.

Mathematics

The curriculum is organized into strands based on recommendations from the National Council of Teachers of Mathematics. Instruction in each strand is interspersed throughout each year and spirals from grade level to grade level. Students are pre-tested at the beginning of each unit, and instruction is adjusted based on the findings from the pretest. Advanced learners work in small, self-directed task groups under the teacher's guidance, while others receive direct instruction from the teacher in small groups or individually. Manipulatives and hands-on exploration are standard at all grade levels. Flexible grouping in grades 4 and 5 allows students whose skills are at least a year above grade level to receive advanced instruction daily.

Language Arts

The heart of the literacy program is a balanced approach based on effective language arts principles that emerge from research. Instruction includes whole group mini-lessons that target one skill or strategy, practice and application by the students individually and in small groups, and share sessions led by students. Ongoing classroom assessment enables teachers to determine each child's instructional level and adjust the curriculum accordingly.

Science

Teachers scaffold learning from grade to grade through hands-on investigation and inquiry-based discovery. Asking a driving question sets the stage for planning and carrying out investigations over a period of time. Students may collaborate with other students to ask sub-questions, find information, collect data, experiment, draw conclusions, and share their findings with others. The Virginia SOL, aligned with the National Science Education Standards, identify four areas of focus at all grade levels: earth/space systems and cycles; force, motion, energy and matter; life processes and living systems; and scientific investigations.

Social Studies

The SOL target four areas: history, geography, economics, and civics. Instruction in each category is not isolated; rather, it is integrated. The foundation is history which is taught as a story with emphasis on role playing, simulations, and creative drama. Language arts and social studies are integrated through the use of historical fiction, biography, and non-fiction. Student projects often incorporate art and technology and are researched and written for authentic audiences.

Resource

All students rotate weekly through art, music, physical education, library/media, and French classes that are taught by full-time specialists. Each of these subjects has its own curriculum and is valued as a specialty. However, as opportunities arise for collaboration, resource specialists align their curricula to support and enrich learning in the core subjects.

Technology

Technology is an integral part of instruction in all subjects. Classroom teachers introduce technology skills through weekly lessons in the computer lab. Through word processing, internet

research, multi-media presentations, and content-based software, students demonstrate their knowledge through authentic, meaningful applications.

2a. Reading Curriculum

Embracing the National Reading Panel Report findings, Robious Elementary School uses a balanced literacy approach with phonemic awareness, phonics, fluency, vocabulary, and comprehension components. All aspects of language arts are taught daily through guided reading, small group instruction, word study, and writer's workshop. The Harcourt Brace Signatures Reading Series, as well as authentic literature, is used as a springboard for instruction in skills and research-based strategies. Teachers maintain individual reading assessment folders and writing folders to monitor student progress and guide differentiated instruction and flexible groups decisions.

The reading specialist provides additional support during small group instruction time. Additionally, classroom teachers provide intervention before and after school. Teachers of Tomorrow from the feeder high school, as well as PTA volunteers, serve as tutors. These additional opportunities provide our students with the tools and the confidence they need to become successful, independent readers.

Recreational reading is encouraged through Book and Breakfast programs, Battle of the Books, and school wide reading celebrations. A school wide vocabulary program helps to expand students' vocabularies. Students at each grade level are held accountable for nightly reading, which is vital in developing lifelong readers.

The Language Arts Committee, comprised of grade level representatives and the reading specialist, meets monthly to set goals and objectives based on analysis of norm-referenced and criterion referenced testing data. In addition, committee members disseminate language materials and provide support for teachers.

The Robious reading curriculum builds a solid foundation in reading and writing. This is essential to all future learning and is critical if students are to become self-reliant readers, writers, thinkers, and communicators.

3. Foreign Language Initiative

All elementary schools in Chesterfield County require weekly instruction in the school's computer lab. Historically, an instructional assistant has provided this instruction. Two years ago, the faculty wrote a French/ technology proposal to replace the computer lab assistant position with a foreign language specialist.

Instruction in a second language supports the goal of preparing students for success in the twenty-first century. Research also indicates that students who study foreign language before the onset of adolescence are much more likely to achieve proficiency in speaking the language, score higher on standardized tests in English, and are more creative in solving complex problems.

The program was implemented beginning in the 2003-2004 school year. Classroom teachers are responsible for teaching their students technology in the computer lab, freeing a resource period for French instruction. The French curriculum at each grade level includes five components as defined by the Virginia SOL for foreign language: communication, cultures, connections, comparisons, and communities. Instruction is activity-based and includes whole and small group activities weekly. Activities often include songs, dances, literature, and art that extend appreciation of the language and culture. Segments of the core curriculum, i.e. the study of the French Revolution, are taught in French to all fifth graders. By adjusting the Virginia SOL standards for foreign language to a developmentally

appropriate level for students in grades K-5, the foreign language specialist is helping to provide for an easier transition to foreign language study at the secondary level.

Robious is unique among the 36 elementary schools in the district to offer foreign language instruction to all students.

4. Instructional Methods

A variety of instructional methods are used to meet the needs of all students at Robious Elementary School. Instruction is provided in whole group, small group, and individual settings. For the lessons that are directed to the whole group, teachers follow the school district's instructional model that includes establishing an anticipatory set, demonstrating new concepts, providing guided practice, and allowing for independent practice. It is within the guided practice component that the individual student needs are met through targeted small group and one-to-one instruction.

In reading, students are actively engaged in thoughtful interactions with the text through shared inquiry and research-based comprehension strategies. Emphasis is on using reader/text connections, visual structures, and metacognition. Teachers guide students through shared inquiry helping them to make reader/text connections and visual structures. In writing, the writer's workshop model is used at all grade levels. At the primary level the focus is on learning to read and write, whereas in grades 3-5 the focus is on applying reading and writing skills across all content areas. In science and social studies, instruction is inquiry-based. The teacher begins with a focus question, and background knowledge is provided to help the students formulate a hypothesis, investigate, draw conclusions, and share what they have learned. A similar process is followed in mathematics, with use of manipulatives as an integral part of each lesson. *Everyday Math Counts* is used daily in all grades to reinforce the National Council of Teachers of Mathematics strands.

Whenever possible, instruction in art, music, physical education, foreign language, and library/media is integrated across the curriculum. Technology is and will continue to be fundamental to learning in all subject areas, and students demonstrate their knowledge through authentic, meaningful applications. For example, every fifth grader prepares a PowerPoint presentation on an ocean animal and uses it to teach his/her class as part of a unit on oceanography.

5. Professional Development

Professional development within the building is tied directly to the five-year school improvement plan, which is based on assessment data and survey results. A cohesive and focused plan was developed by the school's leadership team, which is comprised of a core group of teachers, administrators, and parents. It is this collaboration of effort that impacts specifically those areas identified as needing improvement.

To help teachers stay ahead of the learning curve, a variety of professional growth opportunities exist. The school division allocates five half-days for school-based staff development. The focus is on familiarizing teachers with the most current best practices for improving instruction. A whole faculty study group is currently underway to read and discuss several professional books. Lead teachers present mini-workshops to grade level teams at weekly meetings. Topic specific training sessions in technology are offered monthly.

At the district level, a three-day, summer Curriculum Academy is offered to representative teams from each school. Master teachers and nationally recognized educators host a series of lectures, workshops, and small group sessions. Throughout the year, staff development days are scheduled to reinforce and

provide training on district-wide instructional goals.

The PTA and the district Department of Instruction provide generous funding that enables teachers and administrators to attend local and statewide conferences.

**STATE CRITERION-REFERENCED TESTS
ROBIOUS ELEMENTARY SCHOOL**

Subject: English Grade: 3 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 1999-2004 Publisher: Harcourt Assessment, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	June	June	June	May	May
SCHOOL SCORES					
% At or Above Proficient	94	97	97	94	88
% At Advanced	34	46	48	33	31
Number of students tested	79	99	113	107	91
Percent of total students tested	99	100	98	100	99
Number of students alternatively assessed	1	0	NA	NA	NA
Percent of students alternatively assessed	1	0	NA	NA	NA
SUBGROUP SCORES					
Students with Disabilities					
% At or Above Proficient	89	85	95	74	53
% At Advanced	11	15	25	15	20
Number of students tested	9	20	20	34	15
CHESTERFIELD COUNTY SCORES					
% At or Above Proficient	78	79	86	77	71
% At Advanced	16	23	25	17	13
Students with Disabilities					
% At or Above Proficient	56	59	74	56	47
% At Advanced	5	10	13	9	4
STATE SCORES					
% At or Above Proficient	71	72	72	65	61
% At Advanced	14	19	NA	NA	NA
Students with Disabilities					
% At or Above Proficient	44	44	48	NA	NA
% At Advanced	6	4	NA	NA	NA

NA- Information not available for years reported

**STATE CRITERION-REFERENCED TESTS
ROBIOUS ELEMENTARY SCHOOL**

Subject: Mathematics Grade: 3 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 1999-2004

Publisher: Harcourt Assessment, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	June	June	June	May	May
SCHOOL SCORES					
% At or Above Proficient	97	97	100	94	94
% At Advanced	87	78	76	74	70
Number of students tested	76	99	113	105	91
Percent of total students tested	99	100	98	100	99
Number of students alternatively assessed	1	0	NA	NA	NA
Percent of students alternatively assessed	1	0	NA	NA	NA
SUBGROUP SCORES					
Students with Disabilities					
% At or Above Proficient	83	85	100	28	79
% At Advanced	67	45	60	63	43
Number of students tested	6	20	20	32	14
CHESTERFIELD COUNTY SCORES					
% At or Above Proficient	94	89	89	84	80
% At Advanced	62	57	49	47	41
Students with Disabilities					
% At or Above Proficient	95	73	78	68	61
% At Advanced	55	37	33	29	23
STATE SCORES					
% At or Above Proficient	87	83	80	77	71
% At Advanced	49	48	NA	NA	NA
Students with Disabilities					
% At or Above Proficient	73	59	58	NA	NA
% At Advanced	28	23	NA	NA	NA

NA-Information not available for years reported

**STATE CRITERION-REFERENCED TESTS
ROBIOUS ELEMENTARY SCHOOL**

Subject: English Grade: 5 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 1999-2004 Publisher: Harcourt Assessment, Inc.

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	June	June	June	May	May
SCHOOL SCORES					
% At or Above Proficient	99	98	95	98	95
% At Advanced	60	50	38	32	31
Number of students tested	112	101	92	101	123
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	NA	NA	NA
Percent of students alternatively assessed	1	0	NA	NA	NA
SUBGROUP SCORES					
Students with Disabilities					
% At or Above Proficient	96	98	81	72	100
% At Advanced	38	27	19	22	12
Number of students tested	26	22	16	18	14
CHESTERFIELD COUNTY SCORES					
% At or Above Proficient	92	89	87	82	79
% At Advanced	41	24	23	17	19
Students with Disabilities					
% At or Above Proficient	78	73	74	67	58
% At Advanced	17	10	13	10	7
STATE SCORES					
% At or Above Proficient	85	82	78	73	68
% At Advanced	31	19	NA	NA	NA
Students with Disabilities					
% At or Above Proficient	61	58	54	NA	NA
% At Advanced	10	6	NA	NA	NA

NA-Information not available for years reported

**STATE CRITERION-REFERENCED TESTS
ROBIOUS ELEMENTARY SCHOOL**

Subject: Mathematics Grade: 5 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 1999-2004

Publisher: Harcourt Assessment, Inc.

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	June	June	June	May	May
SCHOOL SCORES					
% At or Above Proficient	100	95	89	98	93
% At Advanced	51	47	35	47	31
Number of students tested	100	100	92	101	122
Percent of total students tested	99	99	100	100	99
Number of students alternatively assessed	1	0	NA	NA	NA
Percent of students alternatively assessed	1	0	NA	NA	NA
SUBGROUP SCORES					
Students with Disabilities					
% At or Above Proficient	100	81	62	50	88
% At Advanced	43	19	31	44	0
Number of students tested	14	21	16	18	14
CHESTERFIELD COUNTY SCORES					
% At or Above Proficient	92	83	82	76	78
% At Advanced	28	24	29	22	17
Students with Disabilities					
% At or Above Proficient	88	56	65	58	51
% At Advanced	21	7	17	13	6
STATE SCORES					
% At or Above Proficient	78	74	71	67	63
% At Advanced	20	18	NA	NA	NA
Students with Disabilities					
% At or Above Proficient	49	42	42	NA	NA
% At Advanced	7	5	NA	NA	NA

NA-Information not available for years reported